

Arts Integrated Lesson Plan



ART FORMS:
Music, Visual Arts



SUBJECT AREA
Reading/English
Language Arts

Lesson Title:
Rhythms of landscape paintings

Grade:
4

Contributor, School:
Megan Riley, Hollifield Station Elementary School

Time Frame:
Three 1-hour classes

State Curriculum Content Standards, Indicators, Objectives

Music Content Standard(s)

3.0 Creative Expression and Production
Students will demonstrate the ability to organize musical ideas and sounds creatively.

Visual Arts Content Standard(s)

1.0 Perceiving and Responding: Aesthetic Education
Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Reading/English Language Arts Content Standard(s)

Writing
4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Fine Arts Content Indicator(s)

Music Content Indicator(s)

3.1 Demonstrate the ability to improvise music through experimentation with sound.

Visual Arts Content Indicator(s)

1.2 Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.

1.3 Analyze the use of the elements of art and principles of design in order to plan and develop compositions that convey personal meaning.

Reading/English Language Arts Content Indicator(s)

4.5 Assess the effectiveness of choice of details, organizational pattern, word choice, and use of figurative language in the student's own compositions.

Music Content Objective(s)

3.1.b Improvise vocal or instrumental music using at least three traditional sounds.

Visual Arts

1.2.a Compare ways artists use and communicate mood and point of view using art vocabulary.

1.2.b Create and describe artworks that communicate mood and point of view.

Reading/English Language Arts Content Objective(s)

4.5.a Assess the effectiveness of choice in student's own compositions.

4.5.b Explain how specific words/phrases used by a writer affects reader response.

1.3.a Describe how the elements of art and principles of design are used to communicate personal meaning in visual compositions.

Objective(s) (Connecting the content areas)

Students will recognize the ways in which music can represent a mood when responding to a visual work of art. Students will make creative choices when painting their own landscapes and writing descriptive compositions.

Key Arts Vocabulary

Music

rhythm, tone color

Visual Arts

color, landscapes (foreground, middle ground, background)

Key Reading/English Language Arts Vocabulary

mood, composition

Prior Knowledge Students Need for This Lesson

Arts

Music

- Students will be familiar with musical instruments from experience in music class.

Visual Arts

- Students will have a basic understanding of the art elements from prior lessons.

Reading/English Language Arts

- Students will know that adjectives are used to describe.
- Students will be familiar with paragraph and composition form.

Materials and Resources

Materials and Resources for the Class

- A variety of musical instruments
- Eight landscape paintings depicting different time periods, cultures, techniques, and use of color in envelopes.
- Two large contrasting landscape exemplars.

Materials and Resources for the Teacher

- Landscape exemplars in envelopes (Examples will include: Jeff Condon—*Orchard*, Ford Smith—*Just Between Us*; Paul Cezanne—*LeLac d' Annecy*; Andre Derain—*Boat in Port of* ; Albert Bierstadt—*Storm in Rocky Mountains*; Vincent Van Gogh—*Starry Night*; Salvador Dali—*Persistence of Memory*; Henri Silberman—*New York, New York*.)
- Chart with basic landscape information (foreground, middle ground, and background)

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- The teacher will introduce the basic components of a landscape painting.
- Using two contrasting examples (e.g., *New York, New York* photograph by Silberman compared to Gauguin's *Tahitian Landscape*), have students share what appears in the foreground of each image? Can a student point to the middle ground? Where is the background? Does the artist show depth in the picture plane? How? Make two lists of descriptive words for each image.
- Ask students how the two works make them feel? Although they share the same basic landscape elements, ask why they produce very different moods. Using the elements of art vocabulary, students will describe why. How do color, shape, lines, and value help to create mood?
- Without an explanation, the teacher will then invite students to explore a variety of instruments, discover ways of playing them, and experiment with the different sounds they make.
- Students will return to the group where the two landscape exemplars are displayed. The teacher will

model how an instrument may evoke emotion and represent rhythms in a variety of ways (including stomping, clapping, snapping, etc.).

- The teacher will talk aloud through the process of creating a rhythm with an instrument that represents the mood of one of the landscapes. Several student volunteers will practice creating a rhythm for one of the landscapes while the class guesses which landscape painting matches the rhythm.
- Students will be divided into small groups and given an envelope containing one landscape image. Each group will work in a different part of the room in order to keep the artwork unidentified to others.
- The students will collaborate to infer and imagine the sounds in the landscape. They will generate a list of words that describe the landscape and the mood of the painting.
- They will locate instruments to represent those rhythms and convey a mood.
- Students will refine, practice, and later perform for the class. The teacher will remind the students that the way they use dynamics can affect the mood that is conveyed.
- All of the landscapes will be displayed in the room.
- After each musical composition is presented, the teacher will ask several questions: Did the performance make you feel an emotion? Did the group use dynamics (varying levels of loudness)? How did the loudness affect the mood? The audience will then try to speculate which landscape the group was performing! If students cannot guess from the musical instruments, the group will read its descriptive words. Participants will discuss whether music or words best communicate mood and which best communicates visual details.

Closure/Summary

Students will reflect on what they learned about mood and emotion through the use of teacher-selected visual and aural examples.

Assessment (Description/Tools)

- Students will generate a list of ten or more descriptive words that elicit mood or emotion for the follow-up compositions.
- The teacher will determine if students are able to create improvised musical sounds that match the mood of the landscapes paintings.
- Students will be asked to write brief constructed responses that will identify and compare ways in which two selected artworks represent a mood or emotion.

Performance Assessment Task: Students will be asked to paint their own landscape paintings, choose music or create their own music to fit the mood of the painting, and write a short essay describing the painting and the connection between color, line, shape, and texture choices to the mood of the painting.

Performance Task Rubric

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Student's use of the art elements to create mood	Student used at least 3 elements of art to create mood.	Student used at least 2 elements of art to create mood.	Student used 1 or no elements to create mood.
Student's use of music elements to create mood	Student explained the choice of music using at least 2 elements of music.	Student explained the choice of music using at least 1 element of music.	Student could not explain the choice of music using the elements of music.
Student's use of descriptive vocabulary	Student used at least 4 descriptive adjectives to describe the painting.	Student used at least 3 descriptive adjectives to describe the painting.	Student used 2 or fewer descriptive adjectives to describe the painting.

Lesson Extensions

- Students watch chosen movie or TV clips to note the use of music as a device for setting the mood or creating an emotional response.

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- A follow-up lesson might feature a different genre or style of paintings that could inspire musical and descriptive composition.
 - Music and visual stimulation for other writing episodes will be explored in other content areas, such as environmental science and Maryland history. For example, the Underground Railroad series by Jacob Lawrence as well as slave songs of the time will be used in the study of the Underground Railroad and will serve as motivation for writing viewpoint narrative compositions.